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Citation style: Zegzuła Dominika, Smyrnova-Trybulska Eugenia. (2018). Cooperation of educational institutions with public libraries in the context of ICT-supported media and reading education. W : E. Smyrnova-Trybulska (red.), "E-learning and Smart Learning Environment for the Preparation of New Generation Specialists" (S. 265-289). Katowice : Studio Noa



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COOPERATION OF EDUCATIONAL INSTITUTIONS WITH PUBLIC LIBRARIES IN THE CONTEXT OF ICT- SUPPORTED MEDIA AND READING EDUCATION

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***Abstract:** This article attempts to illustrate effective cooperation between two institutions that are very important for the education of young people: the school and the library. One of the aspects - development of media and ICT competencies in students is analysed in the context of public libraries' active participation in this important process and determinants of success of such a process, including innovative projects utilizing new technologies.*

Keywords: school institutions, public libraries, media and ICT competencies, information literacy, media education

INTRODUCTION

This article is a specific theoretical part of a study, as a separate part of the study is a report on the first stage of a pedagogical experiment carried out among primary school pupils, largely based, first, on regular / mandatory library lessons and secondly, on the opportunities afforded by essential new technologies. Both parts - articles are complementary to each other and make up a whole: the theoretical issues and the study report constitute a comprehensive picture of practices designed to verify the main hypothesis put forward by the researcher: does systematic and planned cooperation between public libraries and education establishments in the context of education supported by new technologies

determine the quality of readership and ICT competencies of school age children? The above obviously requires some introductory outline of the subject matter. That is why the first problem to discuss by way of an analysis of source documents is the state of child readership as reported on a yearly basis by the National Library and projections put forward by the Ministry of National Education. Next, the authors discuss the broadly understood problem of the relationship between the young generation's level of ICT competencies and the digital environment in which they have been growing up. An attempt is also made to describe the very important phenomenon of Information Literacy and the subjectivity of public libraries in teaching competencies; legal framework of library operation is discussed as well as their equipment, including new technologies and the essence of the children's librarian's predispositions. The theoretical part is summarised in the context of education digitization, starting from the targets of the Ministry of National Education, through school information centres, competencies of teaching staff and ending up with a general outline of legal opportunities for cooperation between the school and the library. The most important institutions whose source materials are referred to in the text include: the Ministry of National Education - the Polish government department responsible for the education system in Poland; the National Library - one of the oldest cultural institutions in Poland, the most important scientific library, main archive and research and methodological centre for Polish literature and readership; the Book Institute – a Polish cultural institution that promotes reading, books and Polish literature both at home and abroad; the National Readership Development Program - a government program for the years 2016-2020, being implemented to improve readership and strengthen the role of libraries in education in Poland.

1. BACKGROUND AND CONTEXT

Currently, the main directions of research in the field of media education are already generally defined. The methodology for the organization of this process in school and training institutions is preliminary developed. The formation of media competence of future teachers has become the subject of individual and collective research (Hazanov, 2018). The author conducted the study "Tools of media education in my profession" among students and analyzed the results. The article indicated the perspectives of studies of formation of media competence of future teachers in the process of learning pedagogy (Hazanov, 2018).

Other researchers have studied the process of formation of media literacy among young people, e.g. the problems of formation of media literacy of young people in the competence approach (Kiuru, Popova 2016).

Parola, M. Ranieri, (2010) and later M. Ranieri, I. Bruni (2018) present the "results of e-MEL, a European project aiming at promoting the development, implementation and testing of training scenarios for pre- and in-service teachers' training in the field of digital and *media literacy education*. The analysis of the

results led the research team to identify the critical and successful aspects of the testing, and to draw some recommendations for the future implementation of teacher training interventions.” The authors reflected “on sustainable models of media and digital skills training both in terms of teacher education and teachers' professional development”.

Another researcher V. Kacinova (2018) in her own study set out “to demonstrate the cross-curricular character of media competence developed in the process of media education that is integrated into the content of school education in accordance with the prevailing current international curriculum trends and with emphasis on the Slovak curriculum.” “In terms of comparing the conditions during the period of incorporation of media education as a compulsory part of the content of Slovak education system with the contemporary innovated form of the curriculum, the study mainly presents which school subjects are instrumental in developing the dimensions of media competence of students, especially within complete secondary general education, and how they participate in the development.” The author describes the model, which includes the current key framework activity categories stimulating the required development of media competence or literacy in the context of Slovak educational policy.

A study by (Rojo, Goni, Urbina, 2018) was aimed at assessing the media and information competence of a sample of 150 adolescent students from Esmeraldas (Ecuador), and to analyze differences related to sex, educational level and type of school attended. The data were gathered using a "Media and information competence in adolescents" (CMI) questionnaire. The questionnaire was completed on-line by the participants. The authors stressed, that “the analysis of the results revealed very low levels of media and information competence, with no significant differences related to either sex or educational level, although significant differences were found in global media and information competence in accordance with the type of school attended. These results are consistent with the findings reported by other studies in other contexts, such as Spain, and highlight the need to improve media literacy and media education both in the formal school curriculum and in nonformal education aimed at the general population”. (Rojo, Goni, Urbina, 2018).

The authors (Mavropulo, Muryukina, 2018) have studied the essence of the concept of media competence, the indicators of the development of the audience media competence from the point of view of *psychology*. The indicators were as follows (in ascending order): 1) contact; 2) motivational; 3) conceptual; 4) evaluative; 5) creative. According to the researchers, “there are several important conditions regarding this arrangement: absolute mobility of media education indicators; “work” of lower levels even while moving to higher levels of development”.

The other categories of research areas include transformation of contemporary libraries, ICT tools for support in context of cooperation and functional libraries and school.

As stressed by other researchers (Amalia, Menanti, Sinaga, Rajagukguk 2017) “the library as a learning resource and, all at once, as information sources for students related to reading activity, begins at primary school level. Media are really needed to facilitate students’ reading in the school library, from the moment they start school until they graduate. The library media service, by means of software, has been introduced to students in relation to stages called AMALIA model (Attention, Memorizing, Accelerating, Literal, Improving and Asset). Based on the research result it is recommended that the school management can implement the library card and ICT-based library service system in managing their school library. (Amalia, Menanti, Sinaga, Rajagukguk 2017).

V. Kadam (2017) in his own research analysed, as a case study, the Application of SWOT, Principal Component and Cross-case analysis for Implementing and Recommending an ICT Technology in Library.

“School libraries should be a means to access knowledge, and Information and Communications Technology can facilitate adolescent students’ starting to use these technologies to develop their capabilities and skills in finding information” stressed Chornet (2015). The author of the study analyzed a various innovative proposals that have been implemented in various school libraries in the world and concludes that it is important for pre-university students to understand and master these tools before entering the world of work or college.

2. CHILD AND YOUTH READERSHIP – WHAT STUDIES HAVE SHOWN

A statement by one of the leading 21th century children's writers aptly reflects the state of mind of today's young people. Children who read understand more, can see more, are more flexible, creative, open and in more cases consider themselves happy. Pupils who have not developed a reading habit find education and growing up a dark abyss in an incomprehensible world. New technologies make available to them new, alternative opportunities of reading and media education. In an era of 21th century digitization, illiteracy continues to exist. Illiteracy, often associated with third world countries where children's access to education is difficult, *does* exist in technologically advanced countries, where the reading skill, in the technical sense of the word, has been acquired by nearly everybody. However, if we were to consider the definition of the reading process as „one of the forms of linguistic communication, understood as the ability to convey (create) and comprehend (receive) information in accordance with the rules of a particular language, in which the essence and purpose of reading is understanding the information conveyed“ (Sochacka, 2014: 17), a question about passive illiteracy

arises: does technological progress develop the reading skill in young people or lead to the decline of the skill? Is the ability to read still an essential need and form of obtaining information? The educational objectives of the core curriculum assume preparation of students for using various sources of information, for developing their skills of selection, critical reception and use of information, for activating their core self-study skills and using new technology tools for the purposes of intellectual activity, including broadening of their interests and, what is quite interesting, stimulating their reading needs (Choroś, 2010: 60). For the need to read, until recently, was a natural need.

The National Library's annual readership report is an important source document from the perspective of the bookselling, publishing and commercial sectors as well as, last but not least, children's education. And, despite the fact that report respondents include people over the age of 15, the report comprises the themes of child readership as well as reading to children. Considering books and reading culture as essential sources of information (necessary for developing ICT competencies) in the current decade, and opposed to digital resources, it is worth making a comparison between the two most recent reports - for the years 2016 and 2017. The information below is a presentation that is placed, in terms of subject matter, into the scope of the study and therefore is not a comprehensive interpretation of the document (Figure 1 - Figure 4).

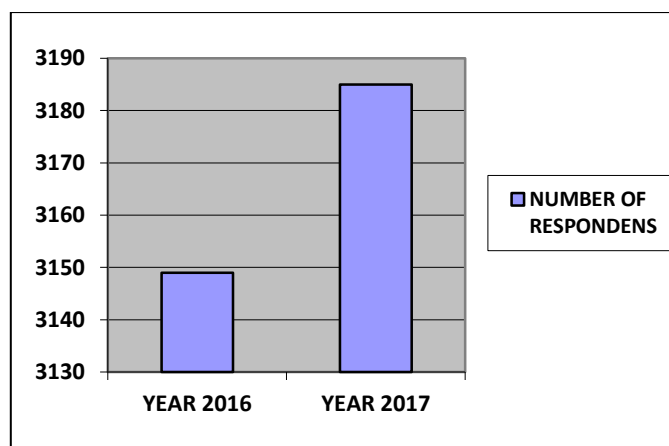


Figure 1. Number of respondents in the representative sample in the years specified

Source: Own work based on <http://bn.org.pl/download/document/1493378303.pdf> - National Library's report on readership in Poland in 2016;
<http://instytutksiazki.pl/files/upload/files/Stano20czytelnictwa%202017.pdf> - National Library's report on readership in Poland in 2017.

Readership studies are carried out on an annual basis by the National Library jointly with the Book Institute. These studies take the form of a computer-aided structured interview (CAPI method) conducted in respondents' homes selected

using the random route method. In each edition the form contains the same questions in a precisely determined sequence. According to the researchers, this deliberate ordering allows for high probability of comparative reliability of the results from subsequent years.

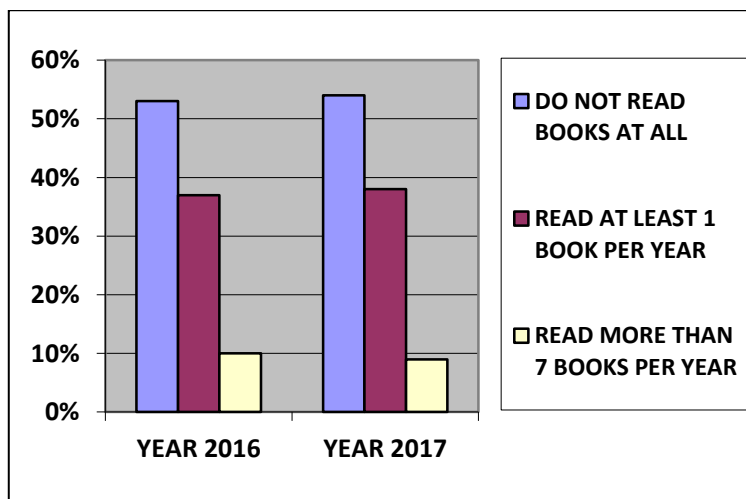


Figure 2. Reader segments

Source: Own work based on <http://bn.org.pl/download/document/1493378303.pdf> - National Library's report on readership in Poland in 2016.
<http://instytutksiazki.pl/files/upload/files/Stan%20czytelnictwa%202017.pdf> - National Library's report on readership in Poland in 2017.

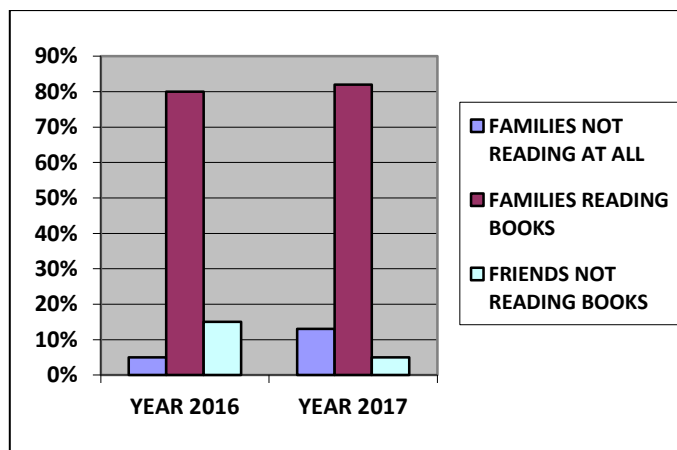


Figure 3. Reading models in the child's environment

Source: Own work based on <http://bn.org.pl/download/document/1493378303.pdf> - National Library's report on readership in Poland in 2016.
<http://instytutksiazki.pl/files/upload/files/Stan%20czytelnictwa%202017.pdf> - National Library's report on readership in Poland in 2017.

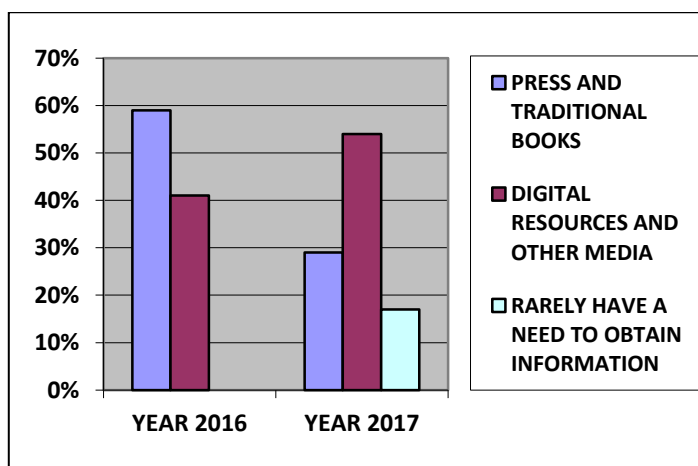


Figure 4. Sources of information

Source: Own work based on <http://bn.org.pl/download/document/1493378303.pdf> - National Library's report on readership in Poland in 2016.
<http://instytutksiazki.pl/files/upload/files/Stany%20czytelnictwa%202017.pdf> - National Library's report on readership in Poland in 2017.

The 2017 report includes additional information on teacher readership and the sources of information from which they obtain information. As it was assumed that teachers were a group that particularly intensively activates readership and as a result, the development of ICT skills, responses were obtained relating both to traditional literature and literature associated with new technologies. It turned out that 99 % of the teachers had a collection of hard copy books at home, and as many as 72% said they had more than 100 books. 85% of the respondents from this professional group declare that they read literature in a new form, that is e-books, audio-books. On the other hand, 76% said they read other texts and digital resources using devices connected to the Internet. Unfortunately, not even half of the respondents, just only 42% of the teachers were readers or users of public library services. At this point it is worth considering to what extent, on one hand, the teacher's declared high readership culture and, on the other hand, their passive attitude towards libraries as information centres, translate into the level of education and competencies of the youth.

The first priority of the Ministry of National Education for the years 2016/2017, within the framework of the main directions of the state's educational policy in the 2016/2017 school year, was to promote readership and develop reading competencies of children and youth. The document provides, among other things, that schools have to establish their libraries and employ full time librarians. Furthermore, schools are expected to organise activities intended to promote reading among children. In addition, there is also the requirement to participate in the National Programme for the Development of Readership. The organisation of school libraries is governed by the Act of 14 December 2016 - Educational Law.

Article 98 provides that a school should establish a library on its premises and that each pupil and member of teaching staff should be provided with free access to the library. This makes it mandatory for educational establishments to specify in their statutes the scope of the teaching staff's responsibilities, including those of a teacher librarian, in item 23 (Act of 14 December 2016 – Educational Law).

The organisation of the school library as well as the conditions and scope of cooperation between the school library and pupils, teachers and parents as well as other libraries is provided for under Article 103. The article requires the school, as part of its statutory objectives, to provide pupils with access to the library (item 2). (Ibid). Article 104 lays down supplementary details, that is, sets out the responsibilities of the school library, extending far beyond the basic, “old” duties of collecting, cataloguing and making available textbooks and other educational and library materials. In the context of the problem addressed in the study, item 2 seems to be the most important, i.e. creating conditions for effective use of ICT technologies (Ibid). If, as part of interpretation of the regulations, we were to combine the requirements under Article 98, item 23 with Article 104, item 2, and to take into account the real situation regarding libraries' equipment and technical / organizational capabilities, it is advisable and necessary for educational establishments and public libraries to work together in the context of ICT-supported readership education.

The National Programme for the Development of Readership is a project undertaken under the auspices of the Ministry of National Education. The key priority of the programme is to implement measures aimed at promoting reading and developing ICT competencies in school pupils. The programme, in its Article 3, item 2b, requires school libraries to cooperate with public libraries, to promote readership, purchase books and initiate reading events. The Ordinance of the Council of Ministers of 6 October 2015 is a large document that provides in detail for generous funding and other forms of support for schools in dealing with specific problems. Unfortunately, the National Programme for the Development of Readership is a typical example of a theoretical programme that the interested parties fail to deliver in practice.

It is worth analysing discourses regarding this subject matter so that conclusions can be drawn and suitable projects can be undertaken. The functioning of school libraries is also governed by the Ordinance of the Minister of National Education of 14 February 2017 which provides that “the primary school's responsibility is to introduce pupils into the world of literature, to strengthen their reading interests and to equip them with reading competencies necessary for critical reception of literary works and other cultural texts” (Ordinance of the Minister of National Education of 14 February 2017 – the Core Curriculum). Besides, there are many other statutory documents governing the operation of school libraries. It is interesting to note that none of the documents places real emphasis on developing ICT competencies in the educational community.

3. ICT COMPETENCIES AS AN IMPORTANT CATEGORY OF INFORMATION LITERACY OF CHILDREN IN EDUCATION

In English language literature the term “information literacy” (IL) is used to refer to the ability to effectively use information in the performance of one’s tasks and delivery of goals. As Christine Bruce says, although the idea of information literacy dates back to the 1970s, it is only in the XXIst century that it has gained ground as a key competency. Despite the fact that numerous organizations, researchers and scientists have tried describing information literacy, there is no single agreed-upon definition of this term. Definitions found in literature, in most cases, refer to the term as a set of skills connected with obtaining information, starting from identifying information needs and ending up with effective use of information (Borawska-Kalbarczyk, 2015: 131). The term information literacy was first used in 1974 by the American educator Paul Zurkowski, the then President of US Information Industry Association, in a report “The Information Service Environment, Relationships and Priorities”. The concept became popular in education in the 1980s, when educational programs focussing on IL were developed. As a result, information literacy models and standards were promoted by such organisations as the American Library Association, Association of College and Research Libraries, American Association of School Librarians, Chartered Institute of Library and Information Professionals, Society of College, National and University Libraries.

In her research, an author (Torlińska, 2005: 369) analyses and provides examples of definitions of information literacy. Currently, one of the most often cited definitions is the one put forward by the American Library Association – ALA) in 1989: information literacy is the ability to recognize when information is needed and to locate, evaluate, and use effectively the needed information.

People who effectively use information are those who have learnt how to learn. They know how to learn because they are aware of the organisation of knowledge, they can find and use information in such a way that others can use it too. They are prepared for life-long learning because they know how to find information necessary for resolving a problem or for taking a decision (American Library Association, 1989). As stressed by B. Torlińska in her paper (2005: 369), some “other definitions of the term Information Literacy address the problem in a similar way, only changing slightly the scope of the skills included”.

Thus, for example, Doyle defines a person skilfully using information as an individual who recognises when information is needed, is aware that accurate and complete information is a basis for intelligent decision-making, identifies potential sources of information, uses effective search strategies, uses sources of information including computer-based and other technologies, evaluates information, organizes information for practical applications, integrates new information into an existing body of knowledge and uses information in critical thinking and problem solving (cf. Doyle, 1992).

In Polish literature on the subject, information literacy is usually translated as, among other things, information skills, information efficiency, information proficiency, information awareness, information literacy or information competencies. English synonyms and related terms include: information skills, information literacy skills, information literacy competencies, information competence, information competence skills, information problem solving, information fluency, information handling, information empowerment, information technology (IT) skills, information and communication technology (ICT skills).

What guarantees the contemporary teacher's IT competencies is their focused development at various stages of continuous professional preparation of teachers, including:

- Selection of students with proven talents and predispositions for teaching, in forms with extended pedagogical curriculum and in secondary level educational institutions.
- Preparation for entry into pedagogical institutions of higher education, of students with appropriate abilities, considering teaching as a vocation.
- Future teachers' attendance of pedagogical courses at pedagogical institutions of higher education (Zlotnikova, 2004).
- Improving teachers' skills, training teachers on post-graduate courses throughout their teaching career, including the use of distant teaching modes.
- Continuous teaching methodology support for teachers and their self-study. (Smyrnova-Trybulska 2018)

In her book *Seven faces of information literacy* (1997) Christine Bruce identifies seven categories of IL as experienced by Australian educators in two universities:

1. Information technology conception – using information technology for information retrieval and communication
2. Information sources conception – finding information
3. Information process conception – executing a process
4. Information control conception – controlling information
5. Knowledge construction conception – building up a personal knowledge base in a new area of interest
6. Knowledge extension conception – working with knowledge and personal perspectives adopted in such a way that novel insights are gained
7. Wisdom conception – using information wisely for the benefit of others. (Bruce 1997)

Information literacy (is not)... teaching a set of skills but rather a process that should transform both learning and the culture of communities for the better (Breivik, 2000)

It is necessary to provide separate definitions of ICT competencies and of media competencies. The issue is that “media and information education has been the subject of academic debate for years and one of the government's priorities, as set forth in such documents as Development Strategy for Social Capital or Poland 2030, but no answer has been provided yet to the fundamental questions “What is media and information education?,” “What is their substantive scope?” and “What specific competencies should be developed?” (Dąbrowska, 2016: p. 6).

According to W Strykowski, media education is [...] education in the field of media designed to allow students to understand the nature and impact of media, and to use them rationally and effectively in didactic contexts and in situations of upbringing, formative nature (Strykowski 2003: 18). Izdebska defines media education as [...] media inculturation, as creating conditions for acquiring competencies allowing for using media, for understanding media messages (Izdebska 2004: 384).

W. Smyl (2007) looks at various aspects of media education, including children as media recipients, concepts and goals of media education, school media education in Western countries, the history of media education in Poland, media education in the Polish school education system.

Attempts at formulating the subject matter have been made by numerous domestic research centres with commercial and educational goals in mind. When preparing the tables presented below, account was taken of “Media and Information Competencies Catalogue” developed by the Modern Poland Foundation and a competencies catalogue comprised in the “Children on the Web” publication by P. Siuda, referred to as “IT Competencies vs Information Competencies – Pupils and Teachers” (2015). They refer to media competencies relating to specific subject matter areas, including use of information, relations and language in media environments, creative use of media as well as ethical, economic, legal aspects and issues related to security on the Internet. The tables below set forth some of the requirements that pupils are expected to meet at particular levels of primary school education (Table 1 – Table 3):

Table 1.

Use of information competencies

ASPECT	PRIMARY SCHOOL, FORMS I-III. THE PUPIL WILL DEMONSTRATE:	PRIMARY SCHOOL, FORMS IV-VI. THE PUPIL WILL DEMONSTRATE:
SOURCES OF INFORMATION	Familiarity with essential information sources;	Critical approach to information sources;

	the ability to use the school library;	the ability to select information sources;
	awareness of a variety of information sources;	the ability to select information quality;
	the ability to distinguish between an advertising message and information message;	
SEARCHING FOR INFORMATION	The ability to use essential searching methods, in traditional and electronic information sources;	Familiarity with differences between the structure of words in natural languages and in IT system languages;
	the ability to use simple phrases and queries in search engines and encyclopaedias	awareness of peers' various media behaviours;
		the ability to find information in electronic and traditional information sources;
		the ability to accurately phrase a query;
CRITICAL APPROACH TO INFORMATION	Awareness of information being false, incomplete, imprecise;	Awareness of differences in information depending on the sender's intentions;
	awareness of lack of clarity the intentions of information provider;	the ability to challenge information
	the ability to intuitively tell the difference between true and untrue information;	the ability to verify information;
		knowledge about information manipulation and differences between information and gossip;
USE OF INFORMATION	Awareness of the necessity to sort out Internet resources;	The ability to edit and disseminate the results of his/her work;
	the ability to create, retain and process results of his/her work;	the ability to create patterns, to organise and classify materials;

Source: own work based on: A. J. Dąbrowska (2016: 23-79), P. Siuda (2015: 2-6)

Table 2.**Competencies regarding relations in media environment**

ASPECT	PRIMARY SCHOOL, FORMS I-III. THE PUPIL WILL DEMONSTRATE:	PRIMARY SCHOOL, FORMS IV-VI. THE PUPIL WILL DEMONSTRATE:
PERSONAL IMAGE	<p>awareness of the importance of personal data protection;</p> <p>the ability to distinguish between her/his personal traits in the real and in the virtual world;</p>	<p>knowledge on how to build one's image in the virtual reality (distortions);</p> <p>awareness of negative consequences of media activity (fake news, stalking etc.);</p> <p>the ability to create one's image in virtual space with security taken into account</p>
COMMUNICATION	<p>The ability to use messages of various nature (formal, informal);</p> <p>the ability to operate essential means of communication (telephone email) and awareness of their features and uses;</p>	<p>The ability to adjust the form of a message to the context (blog, a post in a forum, a memo, official correspondence);</p> <p>the ability to find on the web people with similar interests and to communicate with them;</p> <p>the ability to select a technology suitable for communication needs and level at a given moment;</p> <p>the ability to distinguish between the characteristics of direct and indirect communication;</p> <p>sense of responsibility for information disseminated</p> <p>familiarity with essential elements of information and effective analysis;</p> <p>the ability to formulate</p>

		messages and express opinions on messages received.
ENVIRONMENT	<p>The ability to distinguish between the world as shown in media and the real world;</p> <p>familiarity with security and hygiene rules applicable to the use of media;</p> <p>awareness of global flows of information and media resources thanks to which he/she can learn about remote places;</p> <p>the ability to use various sources, channels and forms of information flow.</p>	<p>Awareness of dangers associated with activity in the virtual world (making friends, addiction);</p> <p>the ability to actively use new media in communication (discussion groups, social media sites);</p> <p>the ability to use various sources, channels and forms of information flow;</p> <p>familiarity with essentials of security in the web and respecting copyright (downloading, viewing, information from dubious sources).</p>
LINGUISTIC NATURE OF MEDIA	<p>Awareness of the differences between real and media messages</p> <p>the ability to use and distinguish between the language of media and natural languages;</p> <p>familiarity with various forms of media and audiovisual transmission (differences between textual messages, audio and video); the pupil can identify benefits and limitations when receiving such communication).</p>	<p>The ability to identify differences between digital and analog technologies and indicate examples of such devices;</p> <p>the ability to name characteristics of language of movies</p> <p>the ability to explain such terms as frame, movie, binary system etc.;</p> <p>the ability to explain the term multimedia as a technology integrating various methods of transmission.</p>
MEDIA COMMUNICATION CULTURE	<p>The ability to evaluate a particular media message in aesthetic categories;</p> <p>the ability to use emoticons and other additions when communicating via sms or email;</p> <p>familiarity with offensive</p>	<p>Awareness of the vulgarization of media culture;</p> <p>The ability to evaluate and select messages that counter vulgarization;</p> <p>the ability to use emoticons and other additions when</p>

gestures.

communicating via sms or email;

familiarity with offensive gestures is able to explain them verbally and accurately.

Source: own work based on: A. J. Dąbrowska (2016: 23-79), P. Siuda (2015: 2-6)

Table 3.**Competencies in creative use of media**

ASPECT	PRIMARY SCHOOL, FORMS I-III. THE PUPIL IS ABLE TO:	PRIMARY SCHOOL, FORMS IV-VI. THE PUPIL IS ABLE TO:
CREATION	<p>take pictures, record one's voice or sounds from the environment, record a short video movie, draw a simple picture using appropriate software and essential tools;</p> <p>write a short text using a word processor;</p> <p>jointly with other pupils, can create a simple story using media messages.</p>	<p>carry out simple operations of recording movies and pictures in digital format;</p> <p>record and prepare for playback a short movie, simple graphics, modified text using a word processor;</p> <p>make one's own intellectual contribution to collective creation of a media story (digital storytelling).</p>
PROCESSING	<p>carry out simple operations of editing and modifying movies and pictures in digital format using simple software for content manipulation;</p> <p>indicate that analog content can be converted into digital content, played back using digital devices.</p>	<p>carry out more complex operations of editing and modifying movies and pictures in digital format using simple software for content manipulation</p> <p>combine modified content, make additions, build a plot,</p> <p>operate essential office equipment (a scanner, printer, computer programs).</p>
PRESENTATION	Make a presentation of the content he/she has prepared himself/herself,	Operate a projector, computer and other media available in the

using multimedia equipment (computers, projectors etc.)	classroom (projecting a picture, a message, a presentation);
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name Internet websites,
blogs, on-line / off-line
tools to create content.

Source: own work based on: A. J. Dąbrowska (2016: 23-79), P. Siuda (2015: 2-6)

The above requirements constitute theoretical assumptions for children's abilities. However, it needs to be remembered that for the process to be effective, “during teaching students should be allowed to construct knowledge based on their own experience. Teaching should not be limited to the teacher's verbally transmitting knowledge. That is why the teacher should not focus on developing specific skills, but emphasise learning in a context with multiple meanings” (Smyrnova-Trybulska, 2018: 234). That is why, from the perspective of pedagogy and media education, the following aspects are important:

1. Mechanisms of obtaining and internalizing information by children by means of new technologies.
2. Studying the quality and type of media impact on the selection of information sources and communication and, hence, on the world view, pros-social attitudes and values that guide millennials.
3. Level of reading and media competence as a factor determining children's general development.
4. Moulding the social and educational behaviour of school age children, as determined by indirect communication using new technologies.
5. Methodology and didactics of the educational process with the use of technologies. (Kruszewska, 2013: 178).

6. PUBLIC LIBRARY AND PRIMARY SCHOOL – JOINT MEDIA EDUCATION

„For the past few years new, interactive technologies have been the basis of communication and cooperation between librarians and readers. Nowadays it is hard to imagine the functioning of an information institution without using network tools and services which effectively help present the institution's offering“ (Chruścińska, 2014: 2-10). In 2008, upon the initiative of the Foundation for the Development of Information Society, work started on a programme for the development of libraries. The priority of the project was to upgrade the status of public libraries, from dusty old libraries to information and communication centres for the local community. Therefore efforts focused directly on projects intended to

increase the quality of users' information and media competencies. Over the 6-year duration of the first edition (2009-2015) libraries were equipped with computer hardware (12 thousand units), training courses were held for 11200 librarians and library workers, refurbishment projects were started funded by the communes, public institutions and private companies started participating in the activities of libraries (<http://frsi.org.pl/projekt/program-rozwoju-bibliotek/> - Programme for the Development of Libraries). The main benefit for the libraries was an impulse encouraging libraries to open up to readers and their real needs (workshops, training courses, meet-the-author sessions). The librarians were provided with opportunities for training and improving their qualifications. Local governments showed flexibility in funding the libraries.

The local communities were provided with venues where to meet, hold discussions and relax. No doubt, the Programme for the Development of Libraries helped improve library services. Furthermore, more opportunities were provided to properly develop children's media and information competencies. For library users computers are sources of information, allow user to communicate, pay bills over the Internet, look through job advertisements, send their CVs and covering letters (https://www.bibliotekawszkole.pl/archiwum/2009/11/Program_rozwoju_bibliotek_opis.pdf). Computers also allow for developing one's interests and acquiring new skills – i.e. by e-learning (as statistics provided by the Central Statistical Office show, in 2012 e-learning classes were offered at 11% of libraries in Poland and 15% of libraries covered by the Programme for the Development of Libraries, and the percentage continued to rise thereafter).

Changes in libraries are the result of not only capital investments but also the librarians' new skills. In the years 2010-2012 the number of librarians attending training increased annually by 131%. That was the result, among other things, of workshops and training courses offered to librarians under the Programme for the Development of Libraries. Librarians are increasingly using new technologies in their work. In 2012, 37% of Polish libraries had an on-line catalogue, 18% had a profile on a social networking site (Ibid). The librarians' competencies referred to in the statistical data are a key factor determining the successful operation of a library. On the other hand, what has not changed for a long time is the librarian's reliable service for the community hungry for information. At this point it should be emphasised that there are no special criteria for selection of librarians for service in the children's departments of public libraries. The reason is that there are no regulations clearly specifying predispositions or additional education (e.g. pedagogic) required of children's librarians.

Standards for child libraries are governed by, among other things, IFLA's section of libraries for children and youth in the document "Guidelines on services in libraries for children" where, in part II, it says that there is a requirement for local institutions to cooperate for the benefit of children to ensure their information, media and educational needs are met. There are also guidelines regarding the necessity for librarians to have predispositions for working with children, e.g.

familiarity with child psychology and development, possessing such qualities as empathy, flexibility and open mind, theoretical and practical knowledge on information and media communication etc. (<https://www.ifla.org/files/assets/libraries-for-children-and-ya/publications/guidelines-for-childrens-libraries-services-pl.pdf> - IFLA standards for libraries for children). However, in real life it often turns out that librarians employed at children's departments do not have pedagogical credentials, predispositions for working with children, fail to meet applicable standards, if only IFLA ones, perform their jobs as if they were office clerks and not educators, initiators or specialists in children's literature. This in turn results in children receiving insufficient information and communication education and, probably, lack of willingness to cooperate with schools.

New technologies have also created opportunities for teachers to deliver instruction at 21st century technology level, using educational equipment such as computers, multimedia in the broad sense of the term, interactive devices and others.

Both teachers and students have access to e-resources which can assist in self-learning:

- Digital libraries - there are ca. 120 digital libraries in Poland with a wide range of subject matter (<http://www.ebib.pl/serwisy/biblioteki-cyfrowe-w-polsce/>; <http://lustrobiblioteki.pl/biblioteki-cyfrowe-poland>)
- Reading portals and open source portals – a database and archive of lesson plans, methodological inspirations and many others: openresources.pl
- Teaching material resources - digitalteachers.pl, edukator.pl, Wsipnet.pl, and others
- E-textbooks – currently, leading publishers of school textbooks offer teaching materials in the form of e-textbooks, with the same content as paper versions: School and Pedagogical Publishers, Greg Publishing.
- Supplementary e-learning courses: e-kursy.ore.edu.pl,
- Teacher community portals and thematic blogs.

In Poland, an Open Catalogue of Educational Resources operates which explicitly regulates the copyright for a specific work and assigns works to the following categories:

- Public domain, Free license (so-called Creative Commons) - available in full version free of charge; under copyright law allowing for any use including free interpretation, deleting fragments, translation, etc.
- CC license – a publication fully or partially available but only for private non-commercial use.
- Open Access with all rights reserved – a publication available in full or partial version but with full copyright reservation.

- All rights reserved with access conditions such as registration, payment, and time limit of access; publications with security features, completely closed. (Grodecka, 2016: 6).

In order to provide a glimpse into teachers' activity in terms of digital reading, it is worth taking a look here at the results of the research mentioned in the preliminary report (Figure 5 – Figure 6).

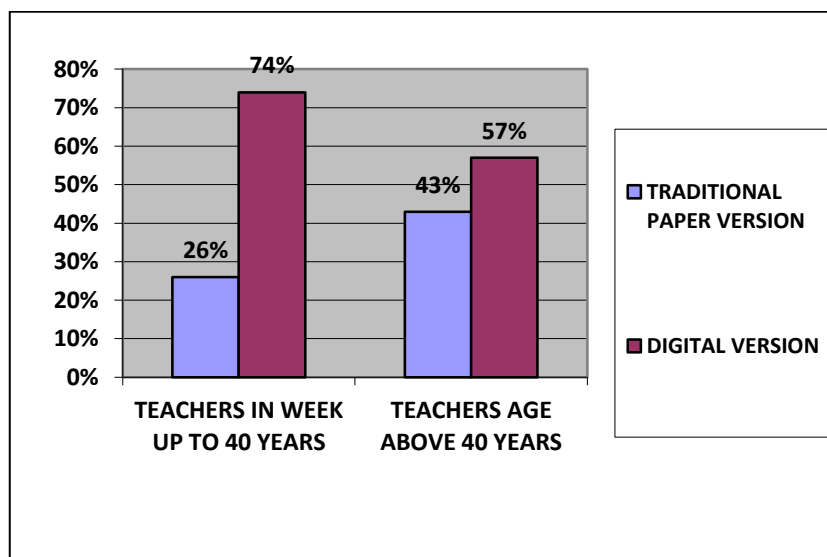


Figure 5. What are the forms of scholarly journals, books, school textbooks and other materials necessary for self-improvement and professional work that you use most often?

Sources: Own work

All of the above sample resource undoubtedly contributes to the teacher's quality of knowledge and the level of competence. In addition, teachers can use reading resource platforms access to which is provided free of charge by public libraries, such as *Academica* or *IbukLibra*.

The Ministry of National Education has set priorities for the years 2017-2020. In the 2017/2018 school year, main objectives of the government's education policy include, as set out in item 2, improvement in the quality of IT education and, in item 3, Internet security education and responsible use of social networking sites by children.

The currently valid Ordinance of the Minister of National Education of 14 February 2017 – the Core Curriculum clearly specifies the essence of developing ICT competencies as early as the first stage of education - early school education, requiring schools “to create adequate conditions for pupils to acquire knowledge and skills necessary for problem solving using IT methods and techniques, including logical and algorithmic thinking, programming, using computer

applications, searching for and using information from various sources, operating computers and essential digital devices and using these skills in class“ (Ordinance of the Minister of National Education of 14 February 2017 – the Core Curriculum). Children should be taught to adopt a critical approach towards the quality and quantity of information, information sources, Internet resources and digital security.

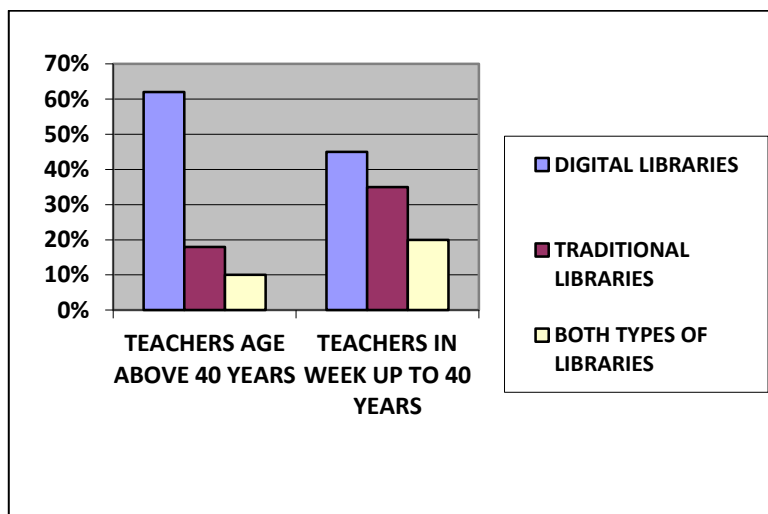


Figure 6. What kind of library do you use?

Sources: Own work

The guidelines recommend adjusting media and IT education to children's age, so these are of preliminary nature. Guidelines regarding IT education at the second educational stage - in forms IV-VI - require that children's ICT competencies should be developed in such a way as to enable them to use such competencies practically in various areas of their lives, when carrying out their responsibilities or developing their interests. What is also significant is that the guidelines point to the necessity to use new technologies in teaching all school subjects, which „allow for better understanding the current capabilities of new technologies, of computers and applications thereof“ (Ibid).

The ordinance emphasises global solutions that children can use thanks to high ICT, communication, media competencies as well as competencies involved in technical operation of technologies. Detailed requirements are set out in item VII. IT education provides for quite high standards that pupils are expected to meet after they finish school. Given the small number of computer class periods in a week (2 classes per week), it seems necessary to provide support for schools through cooperation with public libraries.

7. DISCUSSION

Abolishing the above barriers was one of the priorities of the Programme for the Development of Libraries. That is why a model of cooperation between school and public libraries was developed, based on the following conditions:

1. School libraries should be able to use all of their strengths in the process of teaching educational competencies.
2. Pupils should be provided with opportunities to use all knowledge resources available locally irrespective of their location.
3. All local institutions engaged in collecting knowledge and information resources should work together with each other in the context of information and media education.
4. School librarians and subject librarians should be provided with access to training opportunities and other forms of further education (Cooperation between public and school libraries in rural areas - an overview of issues https://www.bibliotekawszkole.pl/archiwum/2009/11/Program_rozwoju_bibliotek_opis.pdf)

CONCLUSIONS

Cooperation between public libraries and educational establishments appears to be limited by actual technical, organizational and legal capabilities:

1. Libraries operate within two different organizational systems:
 - public libraries report to the Ministry of Culture,
 - school libraries report to the Ministry of Education.
2. Therefore hardly any projects are undertaken that entail cooperation between the two types of libraries.
3. The core curriculum does not provide for class time to be used as library lessons; it merely provides for a visit to a public library (and time spent in such a library is deducted from the school curriculum schedule).
4. In light of the above, before a form of pupils visits a public library, the parents' written approval has to be obtained and a group of teachers need to be instructed to go with the pupils.
5. Making records of library activities requires consent to disclose children's sensitive data (e.g. children's faces on photographs).
6. There is no regular communication between subject and school librarians (unnecessary rivalry).

7. Subject librarians working in children's departments often have no predispositions to work with children, have no adequate credentials or opportunities for further improving their skills.

8. Public libraries have insufficient accommodation resources to be able to run activities.

9. There is insufficient awareness on the part of managers of the necessity of cooperation between public libraries and primary schools.

10. Digital technologies and collections available in public libraries require expensive consents and licences (e.g. a licensing umbrella for screening movies) because they are not covered by Section III, chapter 3 of the Act on Copyright and Related Rights. Fair use of protected works - see (Ustawa o prawie autorskim i prawach pokrewnych [Act on Copyright and Related Rights] 1994).

This article only discusses a part of the studies carried out. In subsequent publications the authors will discuss and analyse the results of empirical research and put forward their proposed solutions to the problems and challenges described above.

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